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ABSTRACT

This study surveys states' mandates, definitions, and components of transition programs that assist disabled students in successfully moving to the community environment. Among the 60 state-level directors of special education surveyed, 34 state and 4 territorial directors responded to the questionnaire comprised of 8 questions, and nominated 230 exemplary transition programs for further study. Most respondents reported that at least half of their school districts had transition programs. When asked about rural districts specifically, more than half of the respondents reported that only 30 percent of rural districts had transition programs. The most identifiable components of a transition program included: (1) interagency cooperative planning; (2) community integration; (3) on-the-job training; (4) vocational rehabilitation counseling; and (5) parental involvement. Although the type of client varied, the educable mentally handicapped were the most likely clients in transition programs. Many desired competencies for special educators working in transition programs were not usually required. These desired competencies should be integrated into training programs. All students in special education classes need access to transition programs. Even when there are transition programs, teachers are not fully competent to conduct appropriate transition activities without further training. Tables presenting results of the survey are included. The appendix includes the questionnaire sent to the program directors of the nominated transition programs. (LP)

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Presenter: John Beard
Co-Presenter: Kay Bull
Diane Montgomery
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State Directors of Special Education Transition Programs: State Definitions, and Real and Ideal Teacher Competencies

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State Directors of Special Education Transition Programs: State Definitions, and Real and Ideal Teacher Competencies

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Abstract

Transition programs have sprung up sporadically throughout the United States in the eighties in response to the identified crisis faced by students who completed or left newly mandated special education classes in public schools. Many of these students were not successful finding or keeping good jobs, living independently in their own homes or conducting satisfying lives. The weight of responsibility to better prepare our young people with disabilities for the realities of life is heavy on the shoulders of schools. The decade of the 1990's brings an era of accountability; a time to evaluate what has been successful and what to recommend to others to try to implement as they develop effective transition programs.

The Transition Special Interest Group (SIG) of the American Council on Rural Special Education (ACRES) established as one of its goals to identify the essential components of effective transition programs in the United States. In the first phase of a two phase project, the SIG requested each Director of Special Education at the State Education Agency (SEA) to nominate the ten best transition programs (five rural and five urban) in its state for in-depth study. Of the 50 states and other United States territories (N=60), 38 responded with 230 nominations.

The SIG developed two questionnaires, one for SEA Directors of Transition and one for Transition Program Directors. The first questionnaire, addressed herein, collected information on the definition of transition programs, the possible clients, competencies of teachers which were required and desired, availability of a transition guide, percentage of urban and rural school, providing transition services and the dropout rate of identified clients from transition programs.

Responses from the State Directors indicate that many states are attempting to define transition services, develop effective interagency networks and provide quality programs for the success of special education students life skills, work training and placement. A summary of these definitions is provided. The results indicate additional needs exist in planning Individual Transition Plans and follow-up.

A list of real and ideal characteristics of transition program workers/teachers was developed which should be used by special education teacher training programs in the development of teachers for transition placements. Most of the needed skills for transition are typically not part of the special education teacher training curricula.

State Directors of Special Education Transition Programs:
Definition and Real and Ideal Teacher Competencies

As special education faced new challenges in providing services to children with disabilities with the federal mandates of the late 1970's, little was known or conceived in the area of transition to life after school. As the children in the newly-mandated programs grew up, we discovered that traditional curricula failed to prepare some students to be optimally productive within their capabilities. Although PL 94-142 provided free and appropriate services to students with special needs through the age of 21, the core curriculum for post-secondary students with disabilities was seen as discrepant in the eighties as was some high school curricula. The discrepancy revolved around the question of priority: life skills versus academic content.

This oft repeated argument poses two different outcomes for education of the handicapped. The first is an academic model and the second is a life skills model. Life skills include, but are not limited to, employment, independent living, sexual responsibility, appropriate recreation and socialization. For many years, prior to PL 94-142, the schools that served the handicapped at all, served them only in terms of academics. As large numbers of handicapped children were served, it became clear that, at least for some students, the academic curricula was not an appropriate diet if these students were to function successfully in the real world. New responses were needed.

The responses to this need included the classic transition program model proposed by Will (1984) of the Office of Special Education and Rehabilitative Services (OSERS). The OSERS model made a plea to better move, or transition, students from special education programs in the schools to community environments. Several programs were initiated and opinions about program components were studied (Bellamy, 1985; Halpern, 1985). Evaluations were conducted on these programs and results were reported. The 1990's have brought a need to know what has been tried and what has worked in the transition programs for the nation's young people with disabilities. Accompanying this need is the crucial need to identify the desired training for the teachers and or managers of these programs.

How well are the transition programs working? It is essential to study the assessment, curriculum, interagency networks, evaluation, funding and follow-up components to get a full picture of the successes of the best programs in the nation. Bellamy (1985) points out a need for non-redundant services offered to students. He believes the implications of underuse of community agency and underdevelopment of school programs led to the high family network of employment sources reported in the Hasazi, Gordon & Roe (1985) study. Halpern (1985) in his transition from school to work has multiple outcome goals emphasizing life skills, money management, social interaction and agency utilization as well as full employment. Yet, who is trained to provide these services? Typically, special education teacher training programs do not provide instruction for many of these areas. Depending on the definition of transition services, different methodologies, techniques, and skills may be needed.

Some of the definitional issues in transition deal with the kinds of competencies which are desired by the program graduate. For example, a life skills program focused on residential independence and job placement may be appropriate for some students, but others may need on-the-job training (OJT), study skill development, or vocational counseling. Those who are integrated into regular classes may go directly into job placement; whereas, others may need long term support provided through interagency cooperative planning and parental involvement

to become involved in a sheltered work environment and living in a group home. Obviously, there are some definitional issues involved.

This line of reasoning provides evidence for knowing the student who is transitional as a critical factor. Who is provided with transitional services? Also, are there transition options for those not typically included? What does the population definition mean in terms of programs and caregiver training. For example, do transition programs deal with limited English proficiency (LEP) students, gifted students, speech impaired students, academically/economically disadvantaged, etc. As one can see, adding these categories to the typical learning disabled, behaviorally disordered, emotionally disturbed, physically handicapped, educationally mentally handicapped, trainable mentally handicapped, severely mentally handicapped, and so forth, require even broader skills on the part of the caregivers and service providers.

To deal with this broad range of students, our teacher or manager might have to be able to run a Job Training Partnership Act (JTPA) program, an adult day care center, a sheltered workshop, a work training center, an enclave, an occupational center, an activity center, a job support network, a half-way house, an independent living network, or other program. He or she would need to know, in addition to teaching skills for students with various handicapping conditions, the policy and regulations for: nursing homes, group homes, foster/family care homes, federal and state laws and mandates related to transition, employment procedures, job coaching, contracts and grants. Any of these skills and knowledges could be needed by a teacher or manager in a transitional program.

The Special Interest Group on Transition (SIG), a task force of the American Council on Rural Special Education (ACRES) established as its goal the responsibility of finding out the various goals of transition programs and the needed and required skills to conduct these programs as well as which states thought they had good (exemplary) transition programs. The task force project was divided into two phases: the Nomination Phase and the Inquiry Phase. The Nomination Phase of the project included contacting each Director of Special Education at the State Department of Education for information about the states' mandates, definitions and program components. The Inquiry Phase of the project, which is currently underway, asked each state director to nominate the exemplary programs in that state. The purpose of this paper is to present the results of the Nomination Phase of the Transition Projects, including the data collection plan for the Inquiry Phase.

Method

The instrument requesting basic information about the transition programs by state and nominations of exemplary programs was developed by the members of the SIG task force of ACRES, all of whom are active in special and vocational education and rehabilitation. A mailing list for the Directors of Special Education at the state level included 60 contacts. All states and US territories received the short survey (two-pages, eight questions). Follow-up phone calls were conducted to increase the initial response rate. The calls, which prompted a second mailout in some cases, improved the response rate to 63.3%.

Results

The Directors of Special Education or his/her designee of 34 states and 4 territories responded with information and/or program nominations. Nominations were made for rural (N=115) programs and urban (N=115) programs.

Most respondents said that in their state at least half of their school districts had transition programs. Only two states said that less than 10% of their districts had transition programs and three states said that 90-99% had transition programs. When asked about rural districts specifically, more than 50% of the respondents said that only 30% of rural districts had transition programs. This might be expected as suburban and urban districts are typically larger than rural districts and therefore logically contain more clients. These data indicate that many states had numerous transition programs. These must be viewed data carefully in light of the number of programs which districts were asked to nominate as exemplary. Each state/territory was asked to nominate five rural and five urban programs which exemplified the best practices in transition so that we could do the second phase of this study (see Questionnaire Appendix A). Of the 380 possible nominations, only 230 were made (60% of those possible). Considering the large number of districts with potential for having transition programs, the limited number nominated is, we believe, indicative of tentative or beginning nature of transition programs in many locations.

Each respondent was asked to identify components of transition as defined in their state. The results are provided in Table 1. The most frequently identified components include interagency cooperative planning, community integration, on the job training, vocational rehabilitation counseling and parental involvement.

Table 2 shows the numbers of states that provide transition services to various categories of students. It is interesting to note that EMH students are the most likely to be served in transition programs, but that they are only served in 63% of the states. This indicates a great deal of variability in who the clientele are for transition programs.

Finally, we asked each SEA director or designee what the required and desired competencies were for those special education teachers involved in the transition process. The responses are listed in Table 3. Upon examination of the nongeneric (e.g., special education related) items, we see that those competencies that are typically required are related to PL 94-142 rules and regulations, independent living skills, school planning and parent involvement. These are skills which would be required in almost any special education training program. Interestingly, the one indicated as being required most, "written and oral communications skills", is only thought to be required by 71% of the respondents.

The most desired competencies that are not typically required are public relations skills, interagency coordination skills, job coaching, development of management of job support networks, employment procedures, community planning teams and so forth. These competencies are desired by at least half of the respondents. Logically, these competencies become prime candidates for addition to special education training programs, particularly those which focus on secondary or transitional processes.

Interestingly, a number (14) of states have tried to spell out these competencies and other transitional procedures. These fourteen states have published transition guides which are available through the SEA's.

Discussion

The completion of the Nomination Phase of the project has successfully led to the identification of 230 programs in 34 states and 4 U.S. territories for further study. Most states have reported to have in name transition programs in most of their school districts. The efficacy of these is somewhat in doubt because of the failure to nominate a full quota of exemplary programs.

The investigation of state definitions of transition resulted in many states having basically the same kinds of components in their definitions. A composite definition of transition generated from this listing might look like this: "Transition is a process of community integration brought about through interagency cooperative planning which involves parents and develops through on-the-job training, vocational rehabilitation, individual competence in the community and on the job using a life skills curriculum, IEPs are integrated with the students coursework in regular and special education."

It is interesting and instructive to think about who is served in these states. Almost all of the typical federal definition categories are served. As one would expect, EMH and TMRs are served the most.

The required and desired competencies produce a list of knowledges and skills which should be added to special education teacher training curricula either in the form of a new certification or as an addition to the competencies required by regular special education teachers. This listing is shown in Table 4.

Finally, based upon the responses of 63% of the SEA's in the United States and its territories, we would argue that these curricular additions be implemented forthwith. There are large numbers of students in special education classes in the United States at this time. Many at-risk high school students are in special education classes and it has become crucial that transition programs are offered these students. The SEA desired competency list clearly shows that even when there are transition programs, slightly more than 50% of the time, it is unlikely that the teacher will be fully competent to conduct appropriate transition activities without further training.

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Table 1. Frequency and Percent of Respondents Indicating Components of Definition
Question: How is transition defined in your state (check all that apply):

	n*	Percent
Residential independence	24	63.2
Interagency cooperative planning	33	86.8
Community integration	32	84.2
Life skill curriculum	27	71.1
IEP development process	28	73.7
Parental involvement	30	78.9
On-the-job training	31	81.6
Study skill development	17	44.7
Individual competence in community	28	65.8
Student living choice	15	44.7
Shared resource approach	25	65.8
Vocational rehabilitation counseling	30	78.9
Integrated schools with special/regular classes	23	60.5
Job placement	28	73.7
Other components	11	28.9

Note: *n = frequency of response

Table 2. Frequency and Percent of Responses Serving Categories of Students in Transition Programs

Question: For which of the following groups of students do you require transition services (Check all that are appropriate):

	n*	Percent
Educable Mentally Handicapped (EMH/EMR)	24	63.2
Trainable Mentally Retarded (TMR)	23	60.5
Severely Mentally Retarded (SMR)	21	55.3
Profoundly Mentally Retarded (PMR)	21	55.5
Learning Disabled (LD)	21	55.5
Emotionally/Behaviorally Disordered (ED/BD)	20	52.6
Limited English Proficiency (LEP)	6	15.8
Hearing impaired/deaf	22	57.9
Visually impaired/blind	21	55.3
Gifted	8	21.1
Speech impaired	15	39.5
Multihandicapped	21	55.3
Academically disadvantaged	5	13.2
Economically disadvantaged	5	13.2

Note: n* = frequency of response

Table 3. Frequency and Percent of Respondents Reporting Required and Desired Teacher Competencies

Question: Read the list of competencies below. If the competency is required for special education teachers in your state, put a check in Column A; if you think this is a competency that should be required, place a check in Column B.

REQUIRED A		DESIRED B		
n*	Percent	n	Percent	
2	5.3	7	18.4	Operation and management of activity centers (socialization & recreation)
1	2.6	7	18.4	Operation and management of adult day care centers
1	2.6	7	18.4	Operation and management of sheltered workshops (rehabilitation workshops, work training centers, occupational centers)
2	5.3	17	44.7	Operation and management of JTPA programs
2	5.3	14	36.8	Operation and maintenance of enclaves
2	5.3	22	57.9	Development and management of job support networks
2	5.3	9	23.7	Knowledge of rules and regulations for nursing homes
2	5.3	14	36.8	Knowledge of rules and regulations for group homes
1	2.6	16	42.1	Knowledge of rules and regulations for dealing with foster care/family care homes
21	56.3	19	50.0	Knowledge of rules and regulations, Sec. 504, PL 94-142, and other State and Federal laws related to transition services
1	2.6	8	21.1	Development and management of half-way houses
2	5.3	15	39.5	Development and management of independent living networks
8	21.1	20	52.6	Knowledge of employment development procedures for clients at all levels
19	50.0	17	44.7	Knowledge of independent living skills
7	18.4	28	73.7	Knowledge of job coaching (at a variety of levels)
3	7.9	19	50.0	Knowledge of contracts and grants procedures/acquisition
14	36.8	16	42.1	Development and management of school planning teams
8	21.1	19	50.0	Development and management community planning teams
27	71.1	15	39.5	Written and oral communication skills
16	42.1	20	52.6	Counseling skills
18	47.4	19	50.0	Knowledge of career/community assessment
10	26.3	24	63.2	Public relations skills
8	21.1	19	50.0	First aid and health maintenance skills
18	47.4	18	47.4	Awareness of cultural differences
25	65.8	14	36.8	Knowledge of human development
19	50.0	20	52.6	Skills in involving parents
. 8	21.1	26	68.4	Interagency coordination skills

Table 4. Recommended Skills and Knowledge for Integration Into Special Education Training

Skills*
Development and management of job support networks
Development and management of community planning teams
Counseling skills
Public relations skills
First aid and health maintenance skills
Skills involving parents
Interagency coordination skills

Knowledges*
Knowledge of rules and regulations, Sec. 504, PL 94-142, and other state and federal laws related to transition services
Knowledge of employment development procedures for clients at all levels
Knowledge of job coaching (at a variety of levels)
Knowledge of contracts and grants procedures/acquisition of resources
Knowledge of career/community assessment

*Included if desired by 50% or more of respondents (19 is critical value)

Appendix A:

Exemplary Program Survey

TRANSITION PROGRAM SURVEY

Directions: Please read carefully and respond to each question.

1. Which of the following statements that applies to your transition program?
   - ___ a. Services are optional
   - ___ b. Services are available but not mandated for all special education students
   - ___ c. Services are mandated for all special education students (if so, check one)
     - ___ 1. Mandated by State Education Agency (SEA)
     - ___ 2. Mandated by Local Education Agency (LEA)
     - ___ 3. Mandated by a Regional Education Unit

2. Which of the following assessment techniques do you use to plan transition services (check all that are applicable)?
   a. Informal instruments:
      - ___ Student surveys
      - ___ Parent surveys
      - ___ Teacher surveys
      - ___ Other: _____

   b. Standardized instruments: Please list instruments:
      - ___ Career interest inventories _____
      - ___ Aptitude _____
      - ___ Achievement _____
      - ___ Intelligence _____
      - ___ Values/Maturity _____
      - ___ Other: _____ _____

   c. Situational assessment:
      - ___ In-school work sites
      - ___ In-school vocational classes
      - ___ Community-based vocational sites
      - ___ Other: _____

   d. Other assessment information:
      - ___ Job skills needs assessment
      - ___ Medical
      - ___ Behavioral/Social
      - ___ Work samples
      - ___ Learning styles
      - ___ Movement/Dexterity Assessments
      - ___ Other: _____

3. Who is responsible for coordinating/administering your transition program?
   - ___ a. Transition coordinator
   - ___ b. Special education director
   - ___ c. Guidance personnel
   - ___ d. Work-study coordinator
   - ___ e. Classroom teacher
   - ___ f. JTPA coordinator
   - ___ g. Other: _____

4. Identify skills training included in program curriculum. For each one you check (check all that apply) indicate in which of following areas your program provides or arranges for the use of technology for your clients? Please list examples of the technology used, circle our examples if they apply. Use the blanks to provide other examples. Remember, list only those applications that you provide or arrange for, not ones the clients bring with them!
   - ___ Career awareness (slide tape programs, CAI, laser disc programs, interactive computer/laser disc [hyperstack] programs, audio tapes, videotape) _____
   - ___ Job seeking/keeping skills (slide tape programs, audio tapes, video tape, CAI, work station development) _____
   - ___ Independent living skills, such as money management, banking, budgeting, housing, taxes, etc. (simulations, CAI, slide tape/caremate, video tapes, interactive video disc) _____
   - ___ Personal living skills, such as hygiene, cooking, laundry, etc. (films, video tapes, interactive video disc, simulatior _____
   - ___ Social skills development (simulations, slide tapes, video, film) _____ _____
   - ___ Transportation training (mock ups, simulators, video, interactive video, film) _____
   - ___ Recreation/leisure (video, film, interactive video) _____
   - ___ Organizational/problem solving skills development _____
   - ___ Self-advocacy (interactive video, video, film, simulations) _____

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5. Which of the following do you have in your program and which of the following do you believe necessary for a transition program to be successful (check all that are appropriate)?

Have	Necessary	
___	___	a. Simulated vocational training in classroom
___	___	b. In-school job sites
___	___	c. Job-shadowing
___	___	d. Shared-time programs in Vo-Tech schools
___	___	e. Career internships
___	___	f. Work-study
___	___	g. JTPA, PIC
___	___	h. Adult service job training programs (ARC's, Easter Seals, Goodwill)
___	___	i. Technological assistive devices (please list):
		_____ _____
		_____ _____

6. Which of the following outcomes are part of your transition program and which do you believe are necessary for a transition program to be successful (check all that apply)?

Part of our program	Necessary for success	
___	___	a. Employment outcomes:
___	___	1. competitive
___	___	2. supported
___	___	3. semi-independent
___	___	4. sheltered
		b. Independent living/habilitation outcomes:
___	___	1. independent living
___	___	2. supported independent living
___	___	3. half-way house
___	___	4. boarding house
___	___	5. group house
___	___	6. institutional care
		c. Contact or access outcomes:
___	___	1. rehabilitative services
___	___	2. medical
___	___	3. dental
___	___	4. counseling
___	___	5. therapy
___	___	6. interface with agencies
___	___	7. transportation
___	___	8. funding, food stamps, etc.

7. At what age do you begin transition services for students and at what age do you end?

Beginning age: _____ years old Ending age: _____ years old

8. For which of the following groups of students do you provide transition services (check all that are appropriate)?

___ a. Educational Mentally Retarded	___ i. Hearing impaired/Deaf
___ b. Trainable Mentally Retarded	___ j. Visually impaired/Blind
___ c. Severely Mentally Retarded	___ k. Gifted
___ d. Profoundly Mentally Retarded	___ l. Speech impaired
___ e. Learning Disabled	___ m. Multihandicapped
___ f. Emotionally Disturbed	___ n. Economically disadvantaged
___ g. Behaviorally Disturbed	___ o. Academically disadvantaged
___ h. Limited English Proficiency	___ p. Other: _____

9. Does your local education agency have an interagency agreement with state and local service provider agencies?

___ a. no (if no, go to 14) ___ b. yes

10. If yes, what year was the agreement first made? _____

11. How often are interagencies agreements renewed?
    ___ a. every semester
    ___ b. every year
    ___ c. not renewed, ongoing with indefinite termination date
    ___ d. other, please specify _____

12. What agencies are participating in agreements:
    ___ a. rehabilitation services/vocational rehabilitation
    ___ b. developmental disabilities
    ___ c. child protective services
    ___ d. juvenile probation
    ___ e. Job Training Partnership Act (JTPA) Office
    ___ f. Department of Human Services
    ___ g. Others: Please list _____

13. How often do agencies meet with members of your program?
    ___ a. at least once a week
    ___ b. at least once a month
    ___ c. at least three times each semester
    ___ d. at least three times each year
    ___ e. once a year

14. Where does your transition program provide work experiences (check all that apply)?
    ___ a. in school
    ___ b. in the community
    ___ c. in a sheltered environment
    ___ d. in a rural setting, e.g., on a farm
    e. Other, please list: _____

15. Which of the following does your district develop for students in transition programs (check all that apply)?
    ___ a. individualized vocational education program/plan
    ___ b. individualized training program/plan
    ___ c. individualized habilitation program/plan
    ___ d. individualized education program/plan

16. If you develop formalized individualized programs, who develops them?
    ___ A special education consultant based on assessment data
    ___ A trained teacher
    ___ A psychologist
    ___ A rehabilitation specialist
    ___ A case manager
    ___ An administrator
    ___ A team composed of (fill in members): _____

17. Of those students who work while in the transition program, what is the term of employment while still in school?
    ___ a. 0-3 months
    ___ b. 4-6 months
    ___ c. 7-9 months
    ___ d. 10-12 months
    ___ e. more than 12 months

18. For a student working in the school in your transition program, what type of paid jobs are available to him/her (check all tha are available)?
    ___ a. cafeteria
    ___ b. custodial
    ___ c. maintenance
    ___ d. teacher aide
    ___ e. secretarial/receptionist
    ___ f. other, please specify _____

19. For a student working in your community, what types of paid employment are typically available to him/her (check all that available)?
    ___ a. fast food/restaurant
    ___ b. grocery/stocker
    ___ c. retail sales (clerk)
    ___ d. service station attendant
    ___ e. auto repair
    ___ f. delivery
    ___ g. janitorial
    ___ h. domestic
    ___ i. city government
    ___ j. county government
    ___ k. state government
    ___ l. other, please specify _____

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20. Are follow-up, or follow-along, services provided for transition students once they leave the public schools?
    ___ a. no ___ b. yes

21. Approximately what percentage of your special education student ages 15-21 drop out of school each year? _____%

22. Of the special education students who drop out of your school system each year, what percentage approximately are, or have been in, transition programs in the public school? _____%

23. What is the approximate overall yearly dropout rate from your district, in percent? _____%

24. a. Do you collect data on the outcomes of transition planning/services when the student is 1, 3, and/or 5 years out of the program?
    ___ a. no (if no, go to 25) ___ b. yes
    b. If yes, what percentage of the following do you find?
    ___% 1. student employed at the appropriate level ___%3. student socially independent at an appropriate level
    ___% 2. student living independently, if capable ___%4. student employed, but at a lower than appropriate lev

25. How do you collect follow-up data on your graduates?
    ___ a. personal interview (client or parent) ___ d. case worker interview
    ___ b. telephone interview (client or parent) ___ e. mail questionnaire (client or parent)
    ___ c. questionnaire hand delivered (client or parent) ___ f. other (list) _____

26. Check each statement for which your transition program has data that would support the claim that:
    ___ a. transition programs increase long-term employability
    ___ b. transition programs reduce student dropout rates
    ___ c. transition programs increase the number of clients in independent living

27. What percentage of students receiving transition services in your district are employable without support upon graduation/leaving high school? _____%

28. What percentage of students receiving transition services in your district need further training and service provider agency assistance upon graduating or leaving school? _____%

29. What percentage of students receiving transition services in your district go on to post high school placement (if available)? _____%

30. What percentage of students receiving transition services in your district are employable without support when completing th transition program. _____%

Demographics

31. How many students are enrolled in your program? _____
32. How many of your students are enrolled in special education classes? _____
33. How many special education students in your district or area are eligible for transition services? _____

34. a. Is your program affiliated with a high school?
    ___ a. no (if no go to 35) ___ b. yes
    b. If yes, which grades to you serve (check all that are appropriate)?
    ___ 7th ___ 9th ___ 11th
    ___ 8th ___ 10th ___ 12th

35. Where is your program located?
    ___ a. urban area (includes a town of 50,000 or over)
    ___ b. suburban area (adjacent to or within 5 miles of a town or city of 50,000 or more)
    ___ c. rural (does not include or is not adjacent to a town or city of 50,000 or more)

36. What is the socioeconomic level of the area you serve?
    ___ a. upper class
    ___ b. middle class
    ___ c. lower class

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37. What percentage of your transition students are:

___ a. Black
___ b. Hispanic
___ c. Native American
___ d. Other Minority

38. Do minority students drop out of your transition program at a higher rate than do majority students?

___ a. no
___ b. yes

39. How is your program funded (check all that apply)?

___ LEA regular special education funds
___ SEA special program funds
___ Johnson-O'Malley funds
___ Vocational/technical school local funds
___ Vo-Tech state funds
___ Federal grant
___ Private (foundation) grant
___ Self-supporting (donations, earnings, and fees from clients/guardians)
___ Other: _____

40. How much is your total yearly budget, approximately? _____

41. What is your average cost per client per year, approximately? _____

42. How many of the following staff positions do you have and at what percentage of time for each?

Number of Positions		Percentage of Time
___	Job coach	___
___	Rehab therapist	___
___	Teacher	___
___	Counselor	___
___	Secretary	___
___	Program director	___
___	Contracts officer	___
___	Psychometrist	___
___	Health-related service personnel	___
___	Others: _____	___
	_____	___
	_____	___

Please return this survey in the enclosed self-addressed envelope or to Dr. Diane Montgomery, ACRES Transition Task Force, Department of Applied Behavioral Studies, 306 N. Murray Hall, Oklahoma State University, Stillwater, OK 74078.

Name of person completing this form: _____

Position: _____

Name of Exemplary Transition Program: _____

Address: _____

_____

_____